

Annual Target 4: Support teacher-learners to protect, strengthen and develop our pedagogy

All parents, teacher aides and teachers are teacher-learners who can learn together from one another in the special environment that our school provides. We will actively develop our culture through sharing our knowledge about learning

**General outcome expected:** Parent and teacher understanding of our pedagogy will continue to develop, resulting in:

1. Continued high student achievement in numeracy and literacy
2. Continued growth in student understanding and use of the learning journey paradigm
3. Continued high level of learning support for Y1-3 students
4. Continued quality music programme for all students who are interested
5. Support for the new teacher to learn his/her job
6. Support for new whanau to integrate into the school culture
7. Meaningful assessment that tracks physical, emotional-social, and academic/will development
8. Self-reflective, responsive teaching
9. A cohesive culture of learning in which staff, parents and students teach and learn together and staff and parents work together
10. A high level of parental involvement in meeting the Charter Targets

<b>ACTIONS</b>	<b>EXPECTED OUTCOME</b>	<b>ACTUAL OUTCOME</b>	<b>Analysis of Variance</b>
Eve to set weekly school staff meetings for 2019	1. Staff will have the opportunity to be self-reflective and to learn from one another in a supportive and confidential environment	Done Staff appraisal has been throughout the year rather than at one set time	Available time and naturalness of being reflective ongoing.
	2. Student achievement will be tracked effectively	Done to a high standard--teachers report feeling that they are working well to meet individual student needs and track progress holistically every week.	
	3. The new teacher will be supported to integrate into the school	New teacher came one day a week in T3 and only began full time in T4. The needs of the term have meant that he has spent most of the time teaching Y2-3 students, not new entrants. Support has been given in weekly teacher meetings	Beginning full time in T4 means that time has been limited for support. We are currently planning T1 with this in mind, thinking about potential PLD, especially for junior entrant level.

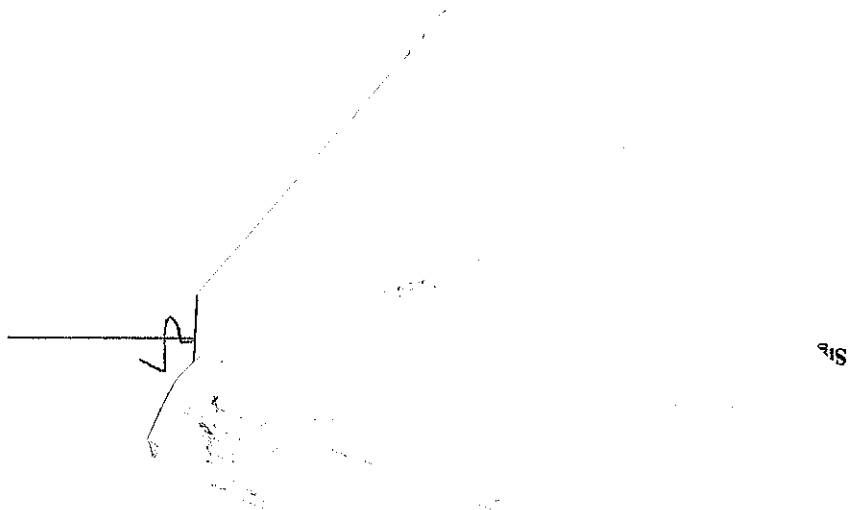
and daily conversations. She is spending time putting training resources together for him to use next year.	Done	4. Staff can pursue focus of tracking student's physical, emotional and academic/will development	4. Staff can pursue focus of tracking student's physical, emotional and academic/will development
Meeting minutes have tracked this and ensured accountability from week to week.	Done	5. Principal can ensure that general outcomes 1-5 are met	5. Principal can ensure that general outcomes 1-5 are met
Was not put on the agenda for the evaluation meeting, and the evaluation part of the meeting was overtaken by discussion of issues.	Done	1. All whanau in the school will feel more confident in supporting students to learn academically/physically/socially (Measure this through polls, discussions.) 2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will be extended fully as a result. 3. Charter Targets are met more effectively and sustainably because parents are more involved	1. All whanau in the school will feel more confident in supporting students to learn academically/physically/socially (Measure this through polls, discussions.) 2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will be extended fully as a result. 3. Charter Targets are met more effectively and sustainably because parents are more involved
In 2020, Measure this through discussions with students—ask them how they would like to give feedback to teachers on this goal	Not measured	4. New whanau feel welcome and are integrated essentially into the school culture, being able to share their knowledge and experience with us	4. New whanau feel welcome and are integrated essentially into the school culture, being able to share their knowledge and experience with us
This was not put on the agenda for the evaluation meeting. The evaluation part of the meeting was overtaken by discussion of issues.	Done	1. Allowing sufficient time to plan for meetings by: 2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will be extended fully as a result. 3. Charter Targets are met more effectively and sustainably because parents are more involved	1. Allowing sufficient time to plan for meetings by: 2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will be extended fully as a result. 3. Charter Targets are met more effectively and sustainably because parents are more involved

them			
2. After evaluation rounds (eg: Child Focus), set clear targets and goals for the following time period and circulate these to everyone	Concrete planning based on evaluation	Done	
3. Measuring effectiveness of learning and parent satisfaction	Good self-evaluation feeding forward into improvement	Partially met Evaluation was fed forward when it happened	Meeting agendas and chairing did not ensure that this occurred
4. Ensuring that the following are incorporated: consideration of the nature of learning at Timatanga, making connections with "ako" as defined in <i>Tataiako</i> , and with our vision, values and best practice	1. All whanau in the school will feel more confident in supporting students to learn academically/physically/socially	Not met	Time constraints on principal
	2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will achieve more as a result.		
Continue to capture and share our learning and student's current interests outside of the peer learning meetings	1. Staff and parents will use the Storypark platform to share learning stories, or observations of our special character in action, and their understanding of, and/or appreciation for, our special character will deepen.	This occurred, but less stories were logged in 2019 than in years previous	Time constraints on the principal
	2. Principal will include short updates in the weekly newsletters	Done periodically but principal feels not as often as she would have liked	Time constraints
	3. "What's up?" on Parents whiteboard out front; parents and children to be encouraged to participate	Done in T1, T2, fizzled in T3 and principal doing it inconsistently in T4.	Time constraints
	4. Principal to provide daily list of potential activities and jobs that could be	Done	

	supported by parent help (based on current student interests)				
Principal to support after hours learning	School will be used for learning by parents outside of school hours	Not met	Principal unexpectedly moved away from Timaranga in May which limited access to facilities and the WMC continued to use school outside school hours. Students continued to use the accessible facilities and the WMC continued to use it as a meeting space on weekends.	Principal gave principals time constraints. This was a goal set before she knew she was going to leave her residence in the community.	Done
Principal to work cooperatively with her professional network to bring extra-PLD events to parents and staff	Participants will feel more inspired, and connected to current happenings in progressive education.	Not met	Unrealistic given principals time		Done
Parents to take ownership of Parent Meetings	1. Parents will set meeting Agendas	Done			Done
	2. Parents will run the meetings	Done			Done
	3. Parents will train one another and actively learn together; evidence of this to be recorded in meeting minutes and reflected on at the last meetings of each school term.	No reflections	Time constraints on the principal Change of leadership of parent meetings from principal to parents, which is an entirely positive change but parents still learning the ropes and not enough review of Charter Targets was done to ensure that this was picked up on.		
Principal to encourage and demonstrate a sustainable work ethic and parents to support this	1. All staff to take 2 10-minute breaks in school throughout the day. 2. Daily five-minute quiet rest period for all (students, parents, and staff) facilitated by a teacher/learner.	Not met	One solid break per day is now occurring	Principal has not brought enough focus to this target.	Met partially; on average this is occurring 2 times a week
				Principal has not brought enough focus on this to staff meetings. 2020 go over pedagogical targets in staff meetings at least once a month.	Staff intention

	3. Principal to provide daily list of jobs of jobs that can be passed on to parents.	Done	
	4. Principal to provide daily list of potential activities that could be supported by parent help (based on current student interests)	Done	
	5. BOT to support principal in developing a sustainable work ethic	Principal's personal life changes have brought more balance to her life and her work ethic is becoming more sustainable. BOT has continued to support by holding principal accountable through principal's reports and in appraisals, and also by being personally supportive. BOT chair, proprietor's representatives, parent reps, and staff rep have been notably effective in dealing with conflicts and targeting behaviours this year such that the principal is freed up to keep her attention on positive leadership.	
	6. Adults and children will respect the requirement not to come in or knock on the office door when it is shut, except for in an emergency.	Patchy! Staff have been very onto this target. Parents forget regularly and have interrupted private meetings on numerous occasions.	Little kids forget :) Principal needs to put regular reminders in parent newsletter throughout the year, perhaps alongside reminders of when she is available for consultation.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$276,35 (excluding GST). The funding was spent on extra equipment for cricket, ball sports, trampolining pads and gym gear. The number of students participating in organised sport remained at 100% of the school roll.



School: Timatanga

### Kiwisport Note 2019

Ref 12

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF TIMATANGA COMMUNITY SCHOOL'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Timatanga Community School (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 27 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Emphasis of Matter - COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 23 in the financial statements which outline the impact of the COVID-19 pandemic.

**Basis for our opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

### Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions or amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion.



Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

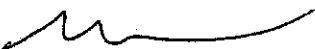
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Matt Coulter  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand

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